bksbLIVE®

Quick Checks Assessment

User Guide (Rev.1)

Quick Checks Assessment
User Guide (for bksbLIVE)

Published by
bksb Limited
i2 Centre
Hamilton Court
Hamilton Way
Mansfield
NG18 5FB

www.bksb.co.uk

Copyright © 2014 Vision West Notts College, Mansfield, Nottinghamshire.

Trademarks: bksb and bksbLIVE are registered trademarks of bksb Limited and may not be used without written permission. All other trademarks are the property of their respective owners. bksb Limited is not associated with any product or vendor mentioned in this book

LIMIT OF LIABILITY/DISCLAIMER OF WARRANTY:
THE PUBLISHER AND THE AUTHOR MAKE NO REPRESENTATIONS OR WARRANTIES WITH RESPECT TO THE ACCURACY OR COMPLETENESS OF THE CONTENTS OF THIS WORK AND SPECIFICALLY DISCLAIM ALL WARRANTIES, INCLUDING WITHOUT LIMITATION WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE. NO WARRANTY MAY BE CREATED OR EXTENDED BY SALES OR PROMOTIONAL MATERIALS. THE ADVICE AND STRATEGIES CONTAINED HEREIN MAY NOT BE SUITABLE FOR EVERY SITUATION. THIS WORK IS SUPPLIED WITH THE UNDERSTANDING THAT THE PUBLISHER IS NOT ENGAGED IN RENDERING LEGAL, ACCOUNTING, OR OTHER PROFESSIONAL SERVICES. IF PROFESSIONAL ASSISTANCE IS REQUIRED, THE SERVICES OF A COMPETENT PROFESSIONAL PERSON SHOULD BE SOUGHT. NEITHER THE PUBLISHER NOR THE AUTHOR SHALL BE LIABLE FOR DAMAGES ARISING HEREFROM. THE FACT THAT AN ORGANIZATION OR WEBSITE IS REFERRED TO IN THIS WORK AS A CITATION AND/OR A POTENTIAL SOURCE OF FURTHER INFORMATION DOES NOT MEAN THAT THE AUTHOR OR THE PUBLISHER ENDORSES THE INFORMATION THE ORGANIZATION OR WEBSITE MAY PROVIDE OR RECOMMENDATIONS IT MAY MAKE. FURTHER, READERS SHOULD BE AWARE THAT INTERNET WEBSITES LISTED IN THIS WORK MAY HAVE CHANGED OR DISAPPEARED BETWEEN WHEN THIS WORK WAS WRITTEN AND WHEN IT IS READ.

For general enquiries, sales or technical support, please telephone 01623 413333.

Acknowledgements
Special appreciation goes to:
Nicola Preston and Laura Hodson of
South East Derbyshire College, Ilkeston
for their contributions to the development of the Quick Checks

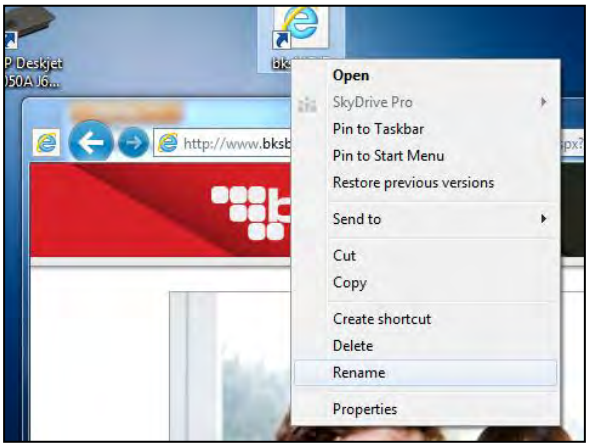
Contents

Creating a desktop shortcut/add bksbLIVE to your favourites..... 2
Understanding user permissions 3
Logging in to bksbLIVE 3
Overview of the student home page 5
How to add a learner to bksbLIVE..... 6
How to add a group to bksbLIVE..... 12
Starting the Quick Check Assessments 14
Overview of the assessment interface 16
Menu Button 16
Animation button 16
Styles button 16
Exit activity button 16
Close this menu button 16
Progress bar..... 16
Audio 16
Back/Next button 16
General Information 17
How long should the Quick Check Assessments take? 17
Timeouts..... 17
Error messages 17
Incomplete assessments 17
Leaving a question unanswered..... 17
Viewing the initial assessment results 17
Printing the initial assessment results 18
Quick Check self-assessment results page - overview..... 18
Printing the results 18
Starting the Quick Checks 19
Quick Check Screener results page – overview 20
Guidance for formatting dyslexia-friendly handouts 23
Shortcuts to common tutor-related activities 24
How to review the answers given by a learner 25
How to review a learners' progress 26

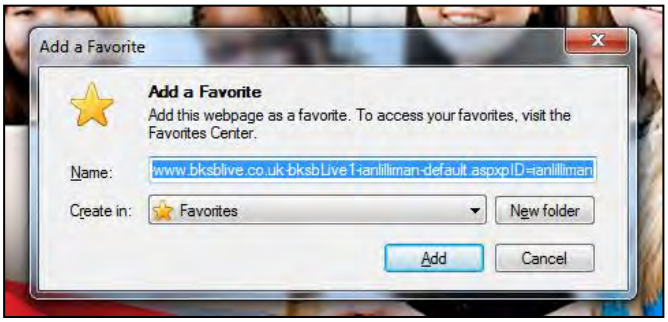
Creating a desktop shortcut/add bksbLIVE to your favourites

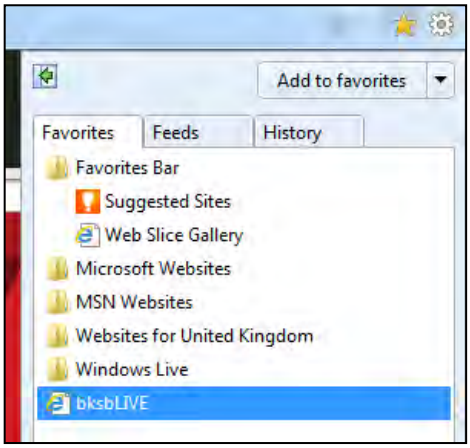
To make it easy for you to access the bksbLIVE assessment platform, it is advised you create a desktop shortcut or browser favourite/bookmark.

To create a desktop shortcut (using Internet Explorer) – type the web address provided into the address bar of your web browser and press return on the keyboard to load the bksbLIVE log-in page. Next, click on the icon to the left of the 'http' in the address bar with your mouse and drag it onto your desktop. Finally, right-click on the newly-created desktop icon, select 'Rename' from the drop-down menu and rename the shortcut to something like 'bksbLIVE'.



To add the log-in page to your web browser favourites – If using Internet Explorer as your preferred web browser, press Ctrl+D on your keyboard to launch the '**Add a Favourite**' dialog box. Then simply amend the '**Name**' field to suit your needs (such as 'bksbLIVE') and click the '**Add**' button.





The web address will now be saved to your favourites and is accessible via the relevant option in your browser.

Note that the Apple Safari and Mozilla Firefox web browsers also support the Ctrl+D keyboard shortcut. Other web browsers may have alternative methods to saving a website to your favourites. Refer to the manual or on-line help for your particular web browser.

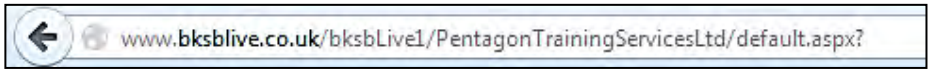
Understanding user Permissions

When a user account is created, the user can be configured as an Administrator or Tutor or Student, or can be a combination of these such as Admin/Student, or Tutor/Student or the user can be all three**. By default, all users of bksbLIVE have student access.** ***Note that throughout this manual, the terms user, learner or student are interchangeable as any user of the bksbLIVE system is automatically granted student/learner access.***

Logging-in to bksbLIVE (for the first time)

Step 1 - To log-in to bksbLIVE

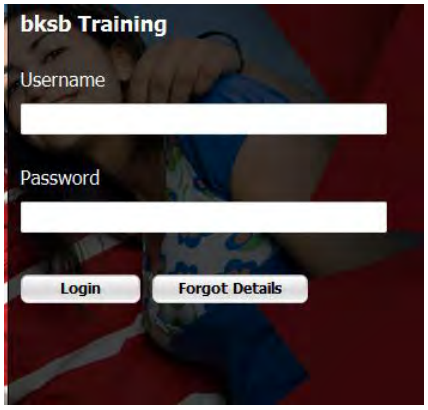
First open a web browser and in the address bar, type the web address supplied to you.



Ensure that you use the correct web address assigned to you. Using a search engine to access a bksbLIVE log-in page will be fruitless as your user account details will only apply to your specific account.

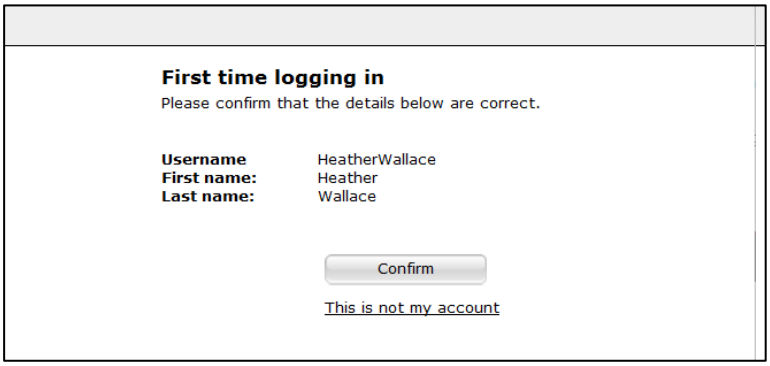
Step 2 - Log-in to your account

On the log-in page, you will see two fields; in the left field, type your username, reference or student ID supplied to you. ***Note that this field is NOT case sensitive, therefore you can use upper or lower case characters.*** In the password field, type the password supplied to you. **Please note that the password IS case sensitive.**

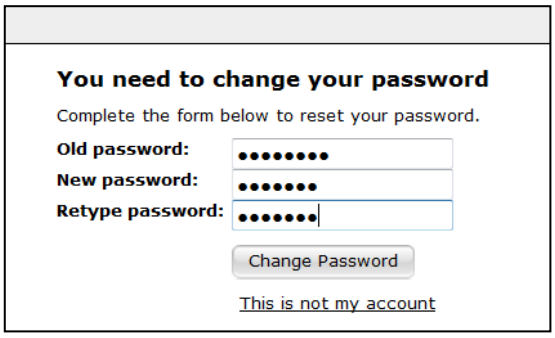


Step 3 - Confirm your account

A dialog box will appear asking you to confirm this is your account. If the details are correct, select the '**CONFIRM'** button. If the account is not yours, then select the link '**This is not my account**' and check your log-in details are correct.



Step 4 – Change your password

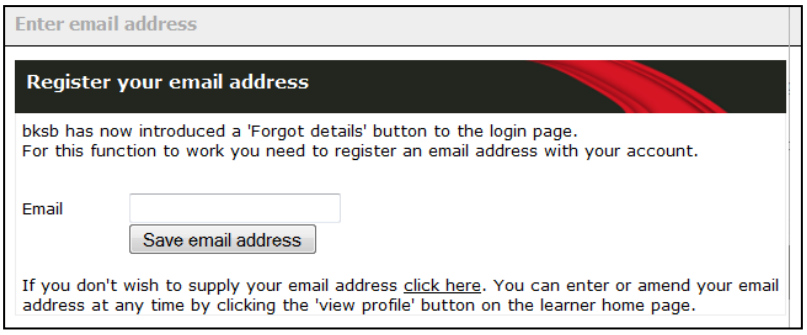


If the tick box '**User must change password on first login'** was ticked when the account was originally created then, after confirming your account, another dialog box *may* appear asking you to change your password. The 'old' password was the one just used to log-in using Step 2 above. After completing all fields, click the '**Change Password'** button.

Step 5 - Register your e-mail address

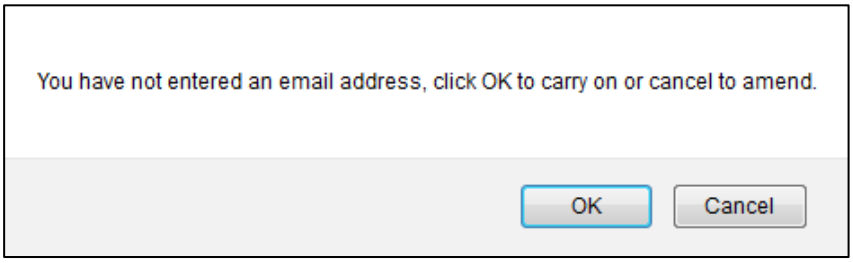
bksbLIVE incorporates a password and username recovery system should you forget your log-in details. It is highly recommended you enter an e-mail address as this will enable you to recover your log-in details without having to contact bksb support (or administrator if another administrator has been created for your account).

If, when your account was created, an e-mail address was **NOT** entered into the password field, you will be given the option to add an e-mail address at this stage. To register an e-mail address, type an e-mail address into the email field and click the '**Save email address'** button.


Enter email address
Register your email address
bksb has now introduced a 'Forgot details' button to the login page.
For this function to work you need to register an email address with your account.
Email
Save email address
If you don't wish to supply your email address click here. You can enter or amend your email address at any time by clicking the 'view profile' button on the learner home page.

If you do not wish to provide an e-mail address, select the hyperlink '**click here'** to skip this section.

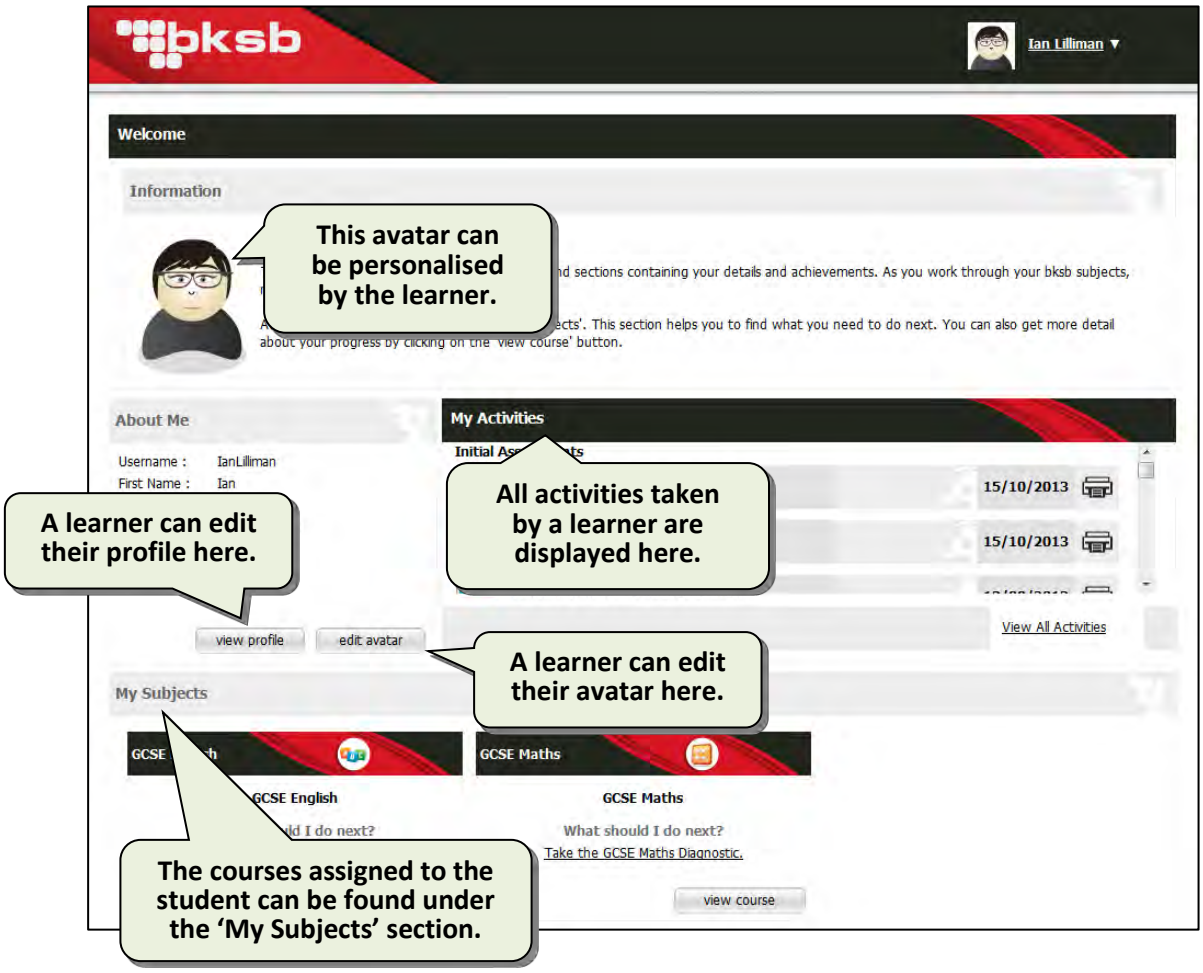
If you choose not to enter an e-mail address, a final dialog box will appear warning you that you have chosen not to enter an e-mail address. To continue, select the '**OK**' button or select the '**Cancel**' button if you would prefer to go back and enter an e-mail address.



A user can enter or amend their e-mail address at any time by clicking the 'View Profile' button on their student home page.

Overview of the student home page

Once a user has logged in to bksbLIVE, they will always be taken to their student home page. From here, a learner can edit their profile, personalise their avatar, review and reprint past activities and they can also access their course(s) from the '**My Subjects**' section.



To learn more about the features of the student home page, refer to the guide called **bksbLIVE (Taking Assessments)** which can be found on the **Tutor** home page.

Guides available on the tutor home page include:

- bksbLIVE (Overview)
- bksbLIVE (Admin)
- bksbLIVE (Tutor)
- bksbLIVE (Taking Assessments)
- bksbLIVE (Reporting)
- bksbLIVE (ICT)
- bksbLIVE (GCSE)
- bksbLIVE (PLTS)
  Personal Learning and Thinking Skills

Additional product guides will be added as they become available.

How to add a learner to bksbLIVE

After logging in as a tutor, select the '**Add Learner**' tab.

'Add Learner' Tab not visible

If the 'Add Learner' tab is not visible, this means an administrator has configured your bksbLIVE account so that all tutors are unable to set up learners on the system. To add a learner, please consult your administrator.

IMPORTANT - READ ME!

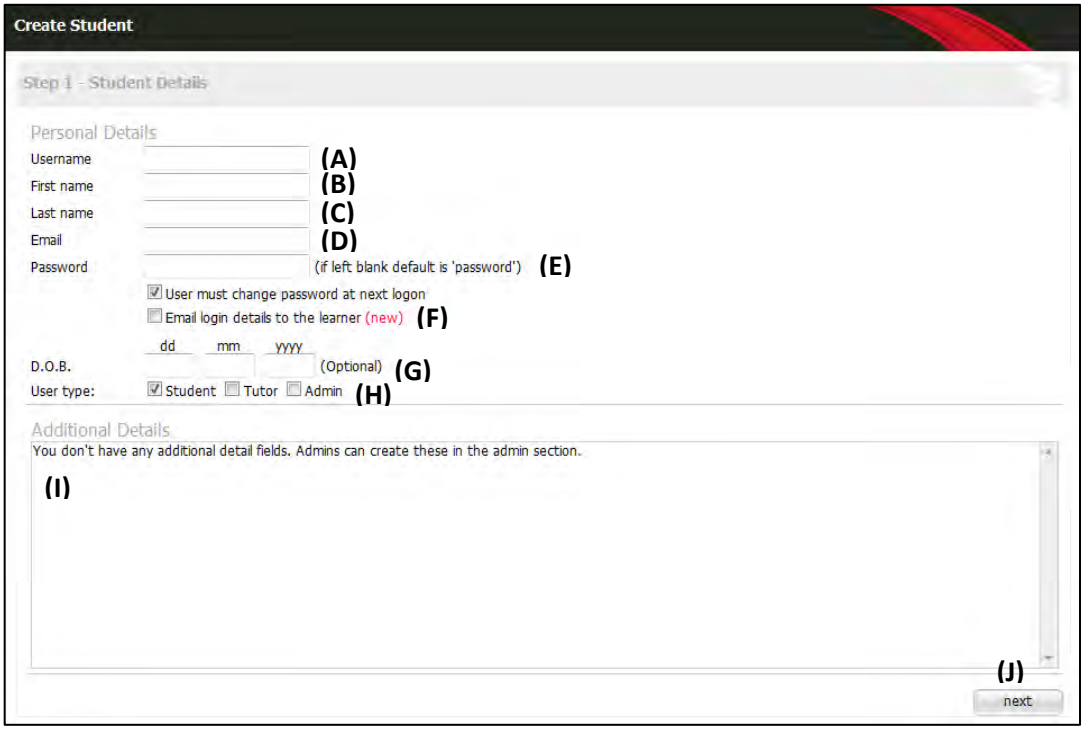
Start by creating a group, and then add your learners

'Groups' play a key role in the management and reporting of progress within bksbLIVE. It is therefore very important that you consider setting up your groups FIRST, in advance of adding learners into the system.

If you choose not to add a learner to a group, you cannot include that learner in any group reports. Note that you do not have to add a learner to a group during the process outlined below, and can easily add them to a group later. However, the task of managing your learners is very much simplified as they can be added to a group during the third stage of the following account creation process. To learn more about creating groups, please refer to the guide called bksbLIVE (Tutor) on the tutor home page.

If your groups are already created, then you can ignore the alert above.

To add a user to your bksbLIVE account comprises a 3-step process requiring **Step 1**) user details, **Step 2**) subject/course assignment and **Step 3**) group assignment.



USERNAMES MUST BE UNIQUE!

Ensure each learner is given a unique log-in username

bksbLIVE relies upon all users of the system (be they an admin, tutor or a learner) being assigned a unique username which is not duplicated.

(A) Username

This is the single most important piece of information when creating an account and it is vital that each student, tutor or administrator is given a UNIQUE identifier to ensure data integrity.

Also, dependent upon your company data protection policies, to maintain compliance with the Data Protection Act (where a company must take all reasonable steps to ensure privacy of data), it may be necessary to assign a random code or other reference, rather than simply entering the student's name and date of birth.

(B) First Name

Enter the First Name **with no apostrophes, accent marks or other unusual characters** (e.g. Amélie should be written Amelie without the accent). Note that hyphenated first names (such as Ella-Rose) **ARE** permissible. *Apostrophes, accents and other non-alphanumeric characters in names can cause issues when running reports.*

(C) Last Name

Enter the Last Name, **with no apostrophes, accent marks or other unusual characters**. (O'Sullivan should be written as OSullivan without the apostrophe). Note that hyphenated surnames (such as Carter-Brown) **ARE** permissible. *Apostrophes, accents and other non-alphanumeric characters in names can cause issues when running reports.*

(D) Email

Adding an e-mail address here serves two purposes.

- Typing an e-mail address here makes it possible for the student to recover their log-in details should they forget them.

- If, during the account activation, you have entered an e-mail address and also ticked the box titled '**Email login details to the learner**', an e-mail containing their log-in details and web address to access the bksbLIVE account will be dispatched to the student upon completion of account activation. A student can add an e-mail address later if necessary via their student home page after logging in.

(E) Password

By default, if this field is left blank **AND** the checkbox titled '**user must change password at next login**' is ticked, then the user is given the generic password of 'password' (all lower case) and will be prompted to change it on first log-in. However, if you decide to give the user a specific password, enter the password **AND un-tick the box titled 'user must change password at next login'**. **Please**

note that passwords are CASE SENSITIVE and should comprise only of alpha-numeric characters such as A-Z; a-z or 0-9.

(F) Email login details to the learner

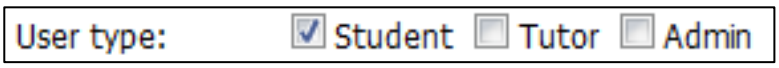
If, during account activation, you have entered an e-mail address and ticked the checkbox titled '**Email login details to the learner**', an email with log-in details will be sent to the user upon completion of account activation.

(G) D.O.B.

This field is optional. If no date of birth is entered, it will default to 01-01-1900 (when the account is viewed by an administrator or tutor) but show 'NA' to the student on their home page.

(H) User Type

If you only have 'tutor' permissions assigned to your log-in, then you can only create **student** logins and **do not have permissions to create additional administrators or tutors and the respective checkboxes will be inactive.**



If you DO have administrator AND tutor permissions, then the checkboxes WILL be active.

Please note that when adding a set of tutors, followed by students and administrators, the system may remember the previous setting.
For example, in a scenario where you have just added several tutors and are about to add several students, un-tick the tutor box to ensure you do not inadvertently give tutor access to those students.

If you do give someone the wrong access rights, it can be easily corrected via the '**Permissions**' tab when logged in as an administrator.

(I) Additional Details

In this section, you may see additional fields. Although it is not compulsory for these fields to be completed, these will have been created in order to capture additional user information which may make administration of your account easier. These extra fields are 'Tags', created by the administrator under the '**Settings**' tab.

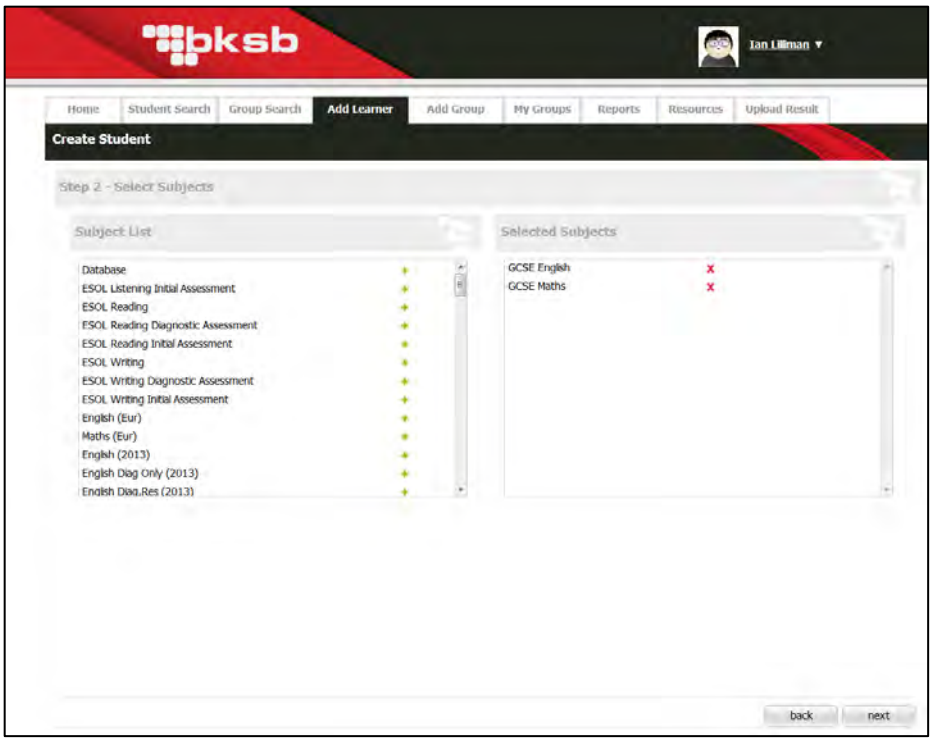
(J) Next button

Click the next button to continue with the user account creation.

Step 2 (of the Add Learner process) – Select Subjects

Having entered the learner's details and selected the '**Next**' button, step 2 of the process (**Select Subjects**) is displayed.

You are now presented with a screen spilt into two halves; the right-hand panel ('**Selected Subjects**') shows the **DEFAULT** courses assigned to all students, whereas in the left-hand panel ('**Subject List**') are displayed all of the software you license (**including all variations**) of the software.

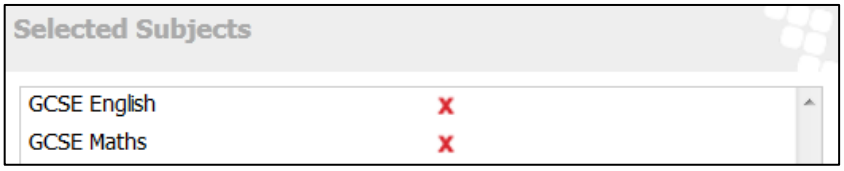


The DEFAULT subjects/course is configured by the administrator and will apply to all new learners added to the system. However, should you wish to assign a completely different suite of subjects/courses, these can be modified by logging in as a tutor, searching for the learner and manually amending their account.

For more information, refer to the guide 'bksb (Tutor)' on the tutor home page.

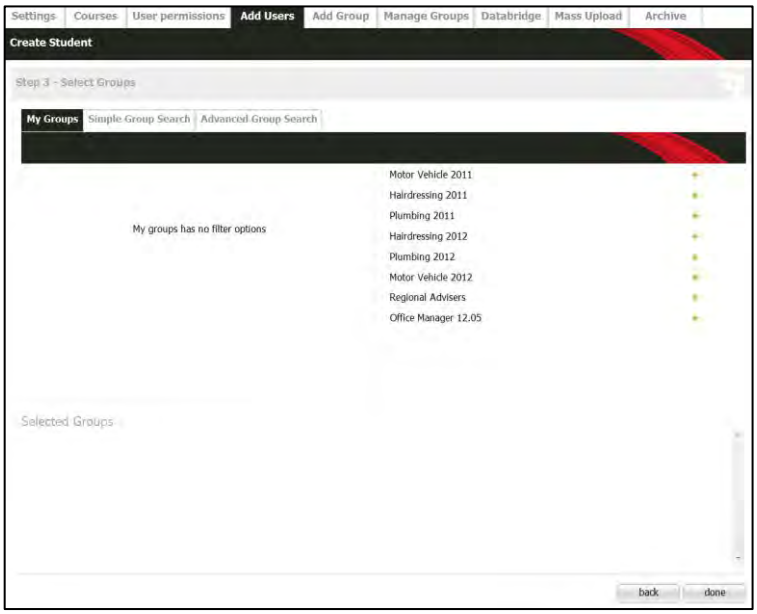
If you are happy with the default course for this learner, then select the '**next**' button in the lower-right corner of the screen. If, however, you wish to add another subject to a particular learner's course, simply scroll through the available subjects (in the left-hand panel) until you reach the subject you are looking for.

Next, click on the green **+** symbol adjacent to the subject; the subject will be moved over to the right-hand panel and will now appear on the learner's homepage when they next log in. If you add a subject in error, simply click on the red **X** symbol to remove that subject and it will return back to the left-hand panel.



Step 3 (of the Add Learner process) – Select Groups

Once you have selected the '**next**' button in the lower-right corner of the screen, a new screen (Step 3 – '**Select Groups**') will be displayed.

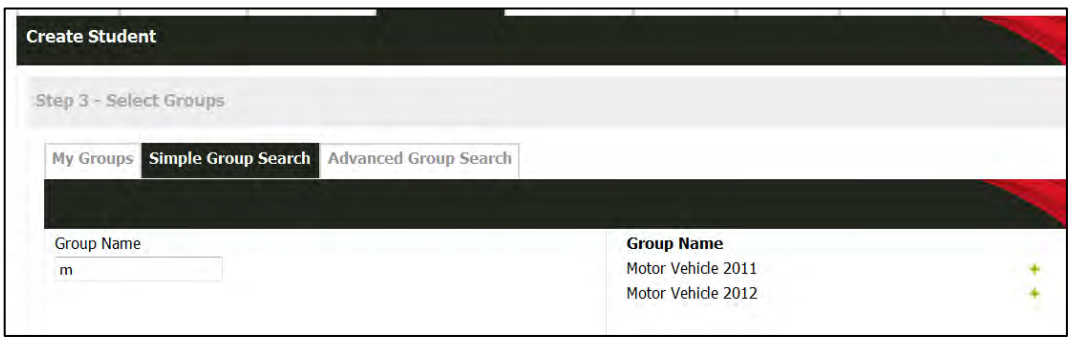


If at this point you have not created any groups, you may skip the next step and select the 'done' button in the bottom-right of the screen.

By default, the '**My Groups**' tab will be highlighted and any groups that were added to your '**My Groups**' (when the group was created) will automatically appear on the right of the screen.

If you do not have any groups assigned to your '**My Groups**', then no groups will appear. Therefore, select the '**Simple Group Search**' tab to reveal a search field called '**Group Name**'.

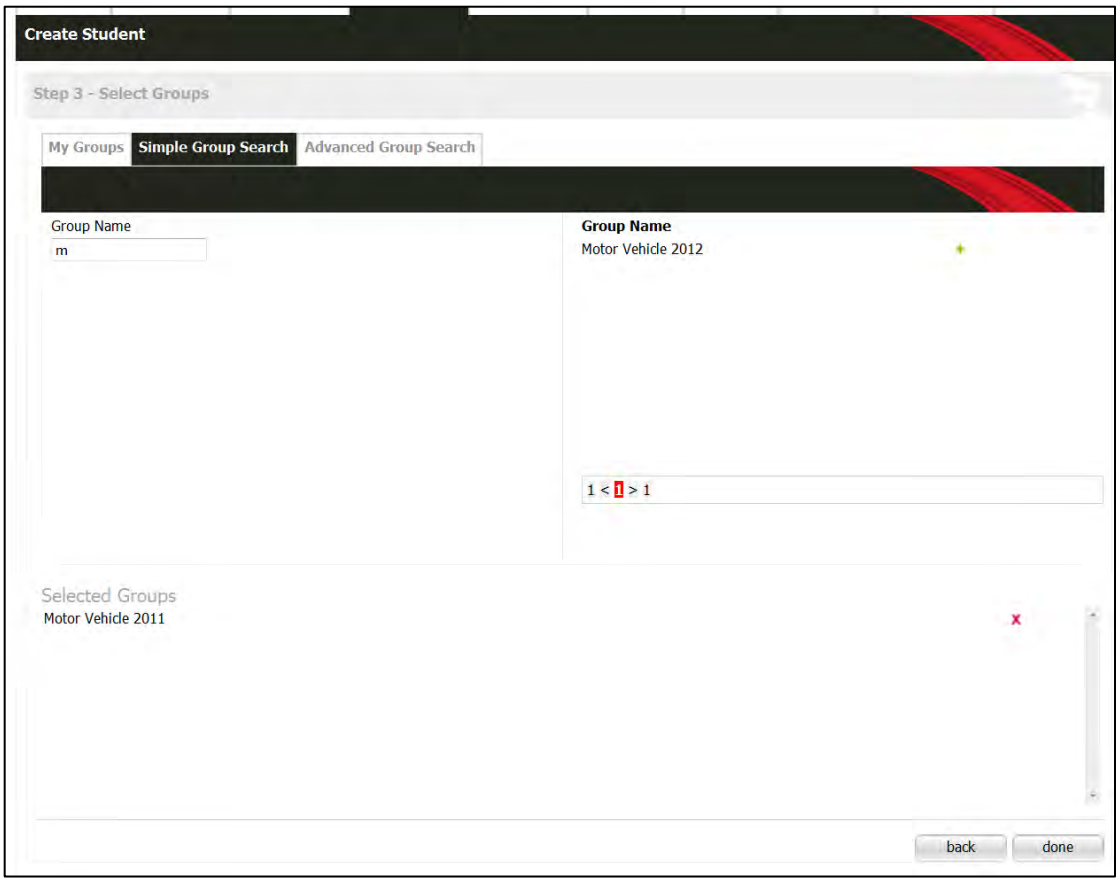
Type the name of the group into the search field. You will note that as you type, options that match your search criteria will appear. In the example below, I have only typed the letter '**m**' but the system has already identified all groups beginning with that letter. Typing more characters will narrow the search criteria further if necessary.



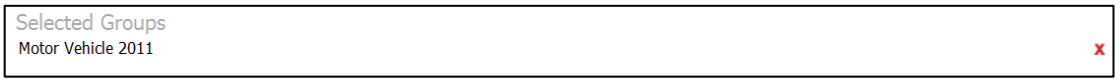
Note that when a large number of groups are displayed, it will only show a fraction of the total number. Hyperlinks (1, 2, 3, 4, etc.) will appear underneath the search results to provide access to the remaining groups not displayed.

Once you have the group(s) displayed, you will note that to the right of each group name is a green **+** symbol. To add a user to a specific group, click on the green **+** symbol and the group's name will be moved to the lower section of the screen called '**Selected Groups**'.

Below, you can see that the learner has been added to a group called 'Motor Vehicle 2012'.



If you make a mistake, simply click on the red **X** on the far right of the screen. The group will be removed and returned back to the list of available groups.



Once you have assigned the learner to a group(s), select the '**Done**' button and you will be returned back to the '**Add User**' screen. The learner's account is now created and they can be directed to log in.

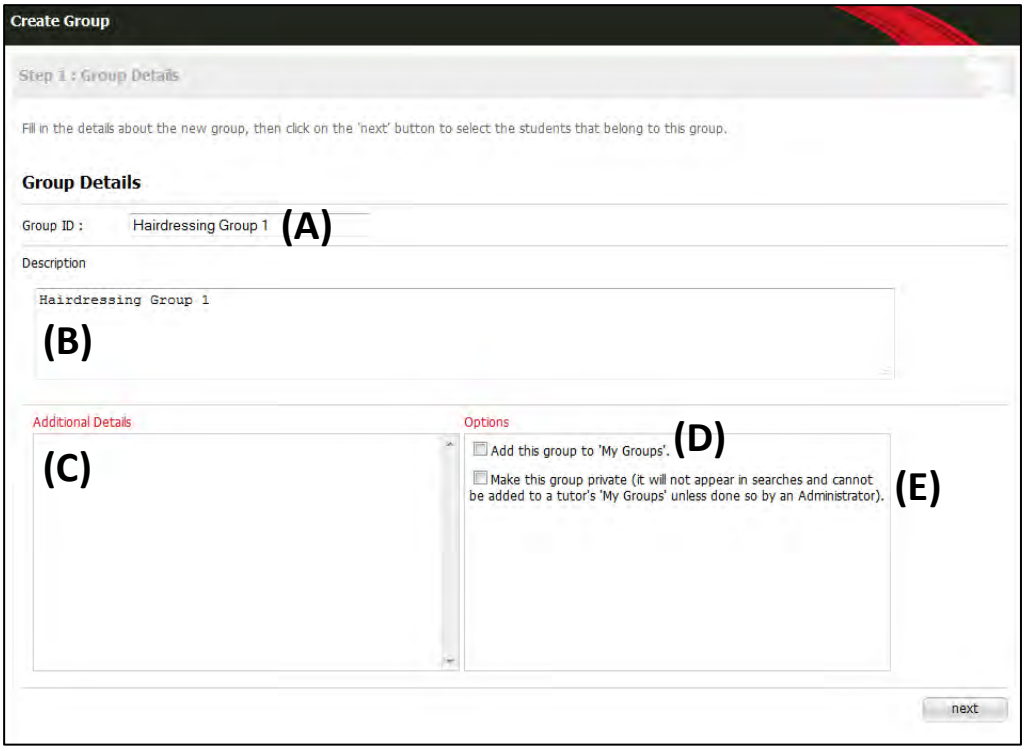
Learners can belong to more than one group if necessary. Remember, when a learner is removed from a group, they are not lost but merely removed from that group. The learner still exists in the system and may (if assigned to another group) appear elsewhere in a different group.

How to add a group to bksbLIVE

Groups become an important feature when you need to run reports on groups of learners. **Therefore, before adding users into your account, think carefully about what you need to achieve in terms of learning outcomes and the production of records to show progress and distance travelled**.

IMPORTANT

Note that in this section, you are learning to add groups on an ***individual*** basis. *However, it is possible for administrators to add students (or other administrators/tutors) and groups **en masse** using the '**Mass Upload**' tab which is available only to those with administrator permissions*.


Create Group
Step 1 : Group Details
Fill in the details about the new group, then click on the 'next' button to select the students that belong to this group.
Group Details
Group ID :
Hairdressing Group 1
(A)
Description
Hairdressing Group 1
(B)
Additional Details
(C)
Options
Add this group to 'My Groups'.
(D)
Make this group private (it will not appear in searches and cannot be added to a tutor's 'My Groups' unless done so by an Administrator).
(E)
next

(A) **Group ID –** Type your group name here, using only alpha-numeric characters (A-Z; a-z; 0-9) and **ensure that group names do not exceed 50 characters in length**. **Do not use apostrophes, the ampersand (&) symbol or accents in group names (e.g. 'Ian's Group' or 'C&G Hairdressing') as this will cause problems when you try to run reports.** In order to create a group, you only need to complete this field and then you may skip the other parts of the form if not required and click the '**next**' button in the lower-right corner.

(B) **Description –** If necessary, type a description of your group here.

(C) **Additional Details –** In this section, you may see additional fields. Although it is not compulsory for these fields to be completed, these will have been created in order to capture additional user information which may make administration

of your account easier. These extra fields are '**Tags**', created by the administrator. If a tag field exists, your administrator will be able to advise you regarding information to enter into this field.

(D) **Add this Group to 'My Groups' –** My Groups are similar in concept to the favourites in your Internet web browser. If you have responsibility for a number of groups, it is very easy to add any group to your personal '**My groups**', then, when running reports, it is very easy for you to locate and run reports on those groups of most interest to you.

> ***Before discussing the tick box titled 'Make this Group private', I will continue with the process of creating a group and adding learners to the group.***

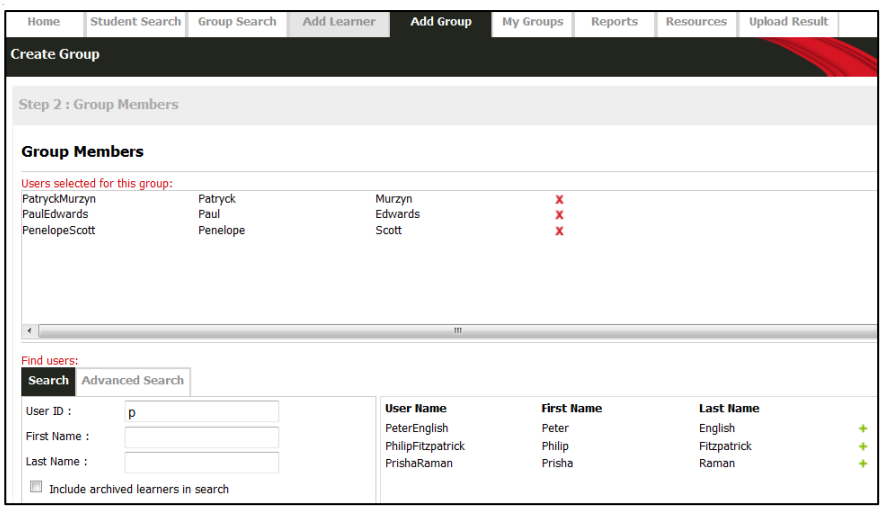
After adding a group name and possibly adding a description and selecting the '**My Groups**' tick box, click on the '**next**' button in the lower-right of the screen. In the next screen, you are now asked to select a learner(s) to add to this newly created group.

> ***If you have NO students currently in the system, or wish to add students later, simply skip the remainder of this section by selecting the 'Done' button in the lower-right of the screen. Alternatively, if you wish to now add students, continue reading below.***

Adding Learners to a Group

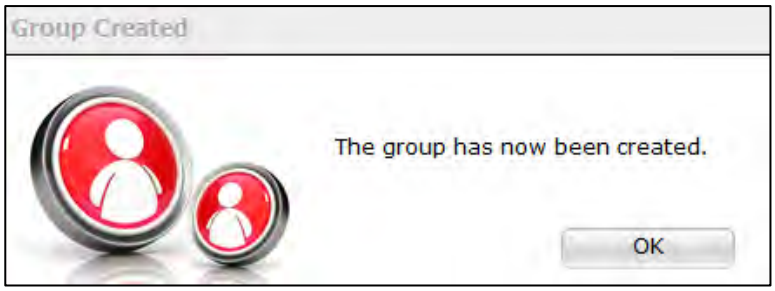
The group is now ready to accept learners. If you wish to add a learner(s), simply search for the learner using their **Username**, **First** or **Last Name**.

As you type, you will notice the lower-right pane changes to reflect the learners found in the search. To quickly show all learners, click in a field such as 'User ID' and press enter on your keyboard.



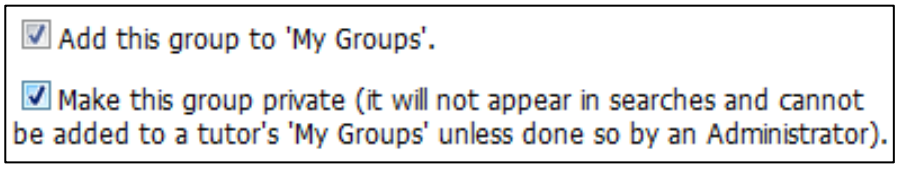
Once the learner has been identified, select the green **+** symbol to the right of the learner's details and they will be removed from the bottom-left pane to the upper pane, ready to be added to the group.

If you make a mistake, simply click on the red **x** symbol to remove the learner from the upper-pane and return them back to the lower-right pane. Repeat this procedure for all learners you wish to add to the group and then select the '**Done**' button in the bottom-right of the screen and a dialogue box will appear confirming the group creation.



(E) **Make this Group private –** Under normal circumstances, when creating groups, you should leave them open to all tutors in case they need access to the learner data or for running reports. However, there may be occasions where you might need to keep certain learner results private, for example, you may work with ex-offenders and wish to maintain higher than normal levels of security; you may be assessing your own tutors as part of a plan to up-skill them and hence wish to ensure that tutors cannot see other tutors' results; or you may be assessing your workforce and wish to keep managerial staff results private. In these instances, by selecting the checkbox titled '**Make this Group Private**', the system restricts access to the group to:

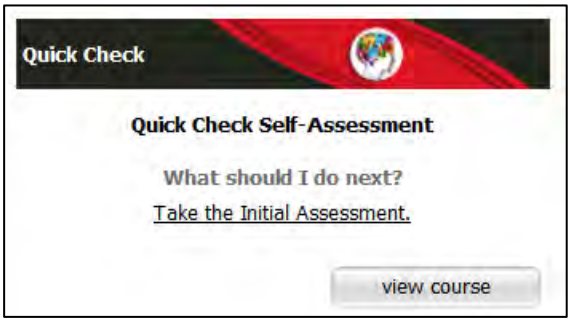
- **You**
- **ALL administrators, and**
- **Any tutors who are given permissions by the administrator to also view the private group.**


Add this group to 'My Groups'.
Make this group private (it will not appear in searches and cannot be added to a tutor's 'My Groups' unless done so by an Administrator).

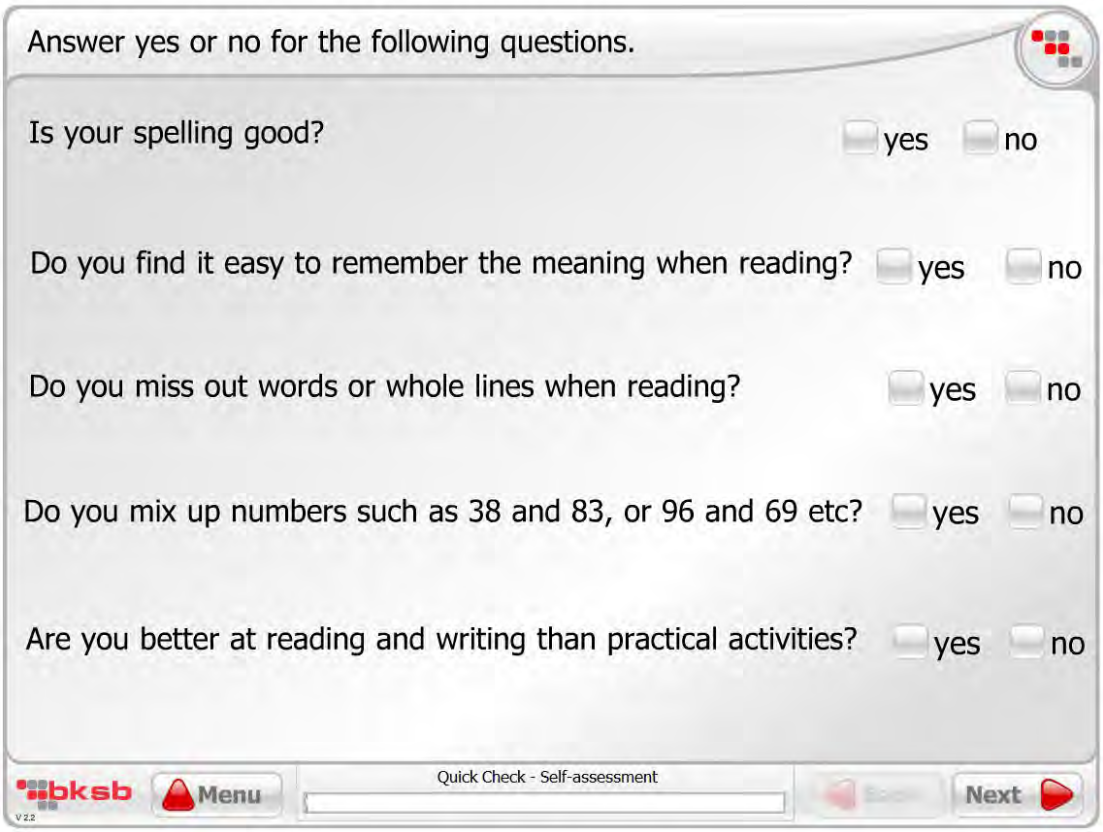
If you select the tick the check box '**Make this group private…**', a warning box will pop-up to alert you that unless you also add the group to your '**My Groups**', you will not be able to access the private group. Selecting the 'OK' button will automatically enable the check box '**Add this group to My Groups'**.

Starting the Quick Check Self-Assessment

The Quick Checks self-assessment can be found in the '**My Subjects**' area of the learner's home page.



To start the Quick Checks Self-Assessment, the learner should select the link '**Take the Initial Assessment**'. After a brief moment, the self-assessment appears on screen.

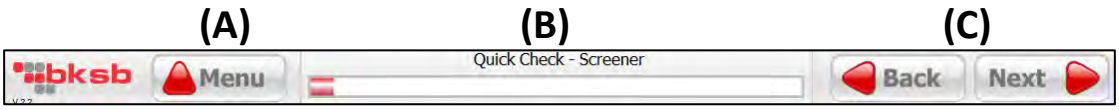

Answer yes or no for the following questions.
Is your spelling good? yes no
Do you find it easy to remember the meaning when reading? yes no
Do you miss out words or whole lines when reading? yes no
Do you mix up numbers such as 38 and 83, or 96 and 69 etc? yes no
Are you better at reading and writing than practical activities? yes no
bksb
Menu
Quick Check - Self-assessment
Next

Once loaded, the learner (via the **Menu** button at the bottom of the screen) has access to a number of options such as the facility to change the background and font colours.

Note that there is no audio for this assessment.

Overview of the assessment interface

At the bottom of the assessment screen is the user interface.

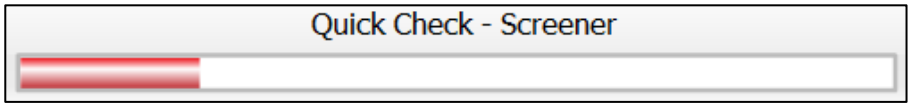


(A) The '**Menu**' button provides a sub-set of options to assist the student in configuring the assessments to suit their particular needs.

- **Volume** – Not applicable. there is no audio for Quick Check assessments..
- **Animation** – Adjust speed of animation or turn on/off.
- **Styles** – Provides a range of options to adjust the colour of the background, fonts and buttons.
- **Exit Activity** – Exits the assessment.
- **Close This Menu** – Closes the Menu.

(A)

(B) **Progress Bar** – The progress bar is used to display the student's progress through the assessment and will update after each question has been answered. Above the progress bar is the description of the current active assessment



(C) **Back / Next Buttons** – Select the '**NEXT**' button to move to the next question. Select the '**BACK**' button to review answers to previous questions and amend if necessary.

General Information

Students should NOT be given access to dictionaries during the Quick Check assessments. To enable students to make notes, tutors are recommended to offer suitable writing materials.

How long should the Quick Check assessments take?

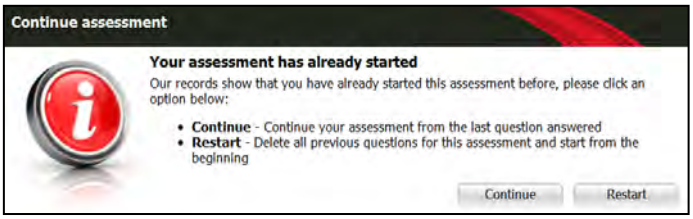
The Quick Checks Self-Assessment and Quick Checks Screener should take no more than about 5 minutes and 20 minutes respectively, however this can vary depending on whether the learner:

- is a satisfactory reader;
- has general literacy problems;
- appears to display some dyslexia traits.

***TIMEOUTS:** The bksbLIVE server incorporates timeout limits and, if no activity occurs after a set period of time, the bksbLIVE server automatically logs the student out of the assessment. Students should therefore be encouraged to leave a question unanswered and move on to the next question if they are unable to answer it in a reasonable time frame.*

***ERROR MESSAGES:** bksbLIVE has been developed with rigorous error resilience built-in as standard to discourage errors from disrupting active assessments. In the unlikely event that an error message appears during the assessments, students should be instructed to exit their web browser and then re-open it and log back in to their bksbLIVE account and continue their assessment.*

Incomplete Quick Check Assessments


Continue assessment
Your assessment has already started
Our records show that you have already started this assessment before, please click an option below:
Continue - Continue your assessment from the last question answered
Restart - Delete all previous questions for this assessment and start from the beginning
Continue
Restart

As with all assessments within bksbLIVE, the system records the answers to each question as the student progresses through an assessment. If the student's computer crashes, loses power, the student accidentally closes their web browser or opts to exit the assessment via the relevant option from the Menu bar, they can simply restart the computer and repeat the log-in procedure. Once logged back in to their home page, the student can select the relevant assessment they wish to continue and a dialog box will appear asking them to either a) continue the assessment from where they left off or b) restart the assessment from the beginning.

Leaving a question unanswered

If a student does not know the answer to a question, they can simply skip to the next one by clicking on the '**Next**' button at the bottom-right of the assessment screen. The system will record this as an incorrect answer.

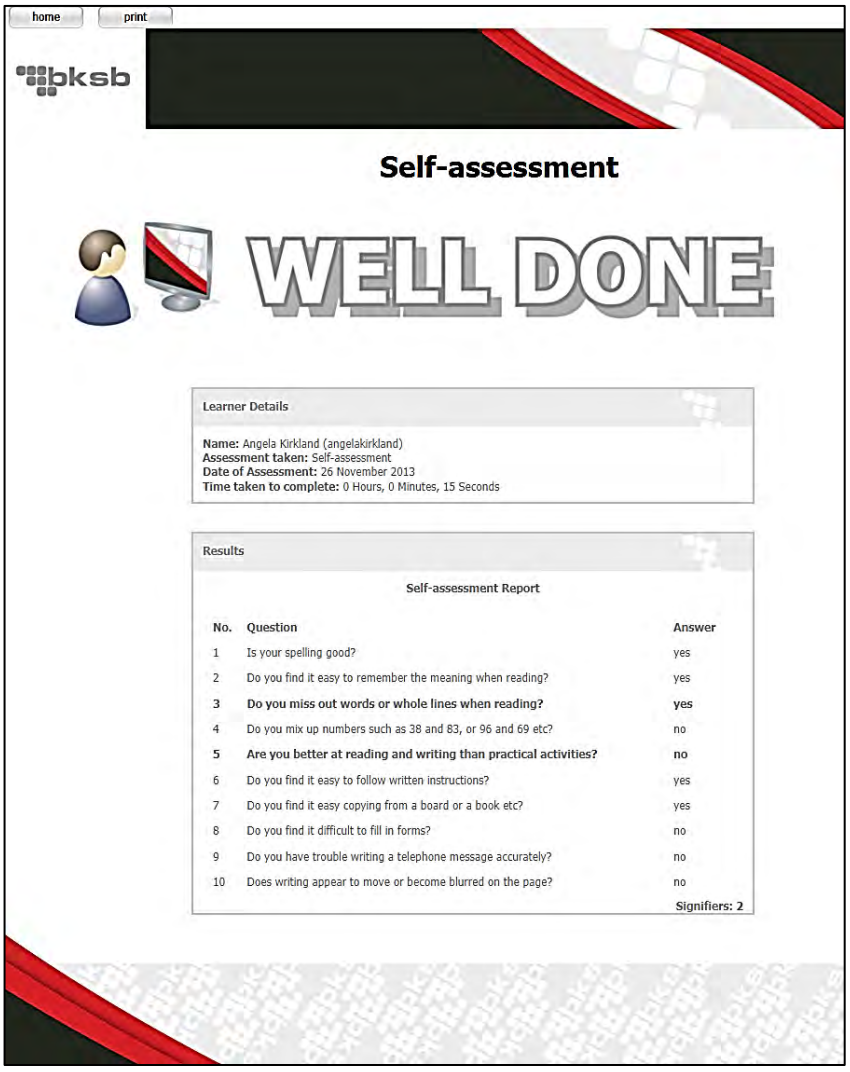
Completing the Diagnostic Assessment

When the student has reached the end of the Diagnostic Assessment, they can view their results by clicking on the '**Results ✓**' button at the bottom-right of the assessment screen.

Quick Check Self-Assessment Results Page – overview

An example self-assessment results page is shown below. The (printable) results page displays information such as:

a) **Name** – the name of the person who took the assessment (*in the format First name/Last Name/(Username)*).
b) **Assessment taken** – the name of the Quick Check taken.
c) **Date of Assessment** – the date on which the assessment was taken.
d) **Time taken to complete** – the time taken to complete the assessment.
e) **The answers provided by the learner** – in the format Yes/No.
f) **Signifiers –** the number of dyslexia signifiers.


home
print
bksb
Self-assessment
WELL DONE
Learner Details
Name: Angela Kirkland (angelakirkland)
Assessment taken: Self-assessment
Date of Assessment: 26 November 2013
Time taken to complete: 0 Hours, 0 Minutes, 15 Seconds
Results
Self-assessment Report
No. Question Answer
1 Is your spelling good? yes
2 Do you find it easy to remember the meaning when reading? yes
3 Do you miss out words or whole lines when reading? yes
4 Do you mix up numbers such as 38 and 83, or 96 and 69 etc? no
5 Are you better at reading and writing than practical activities? no
6 Do you find it easy to follow written instructions? yes
7 Do you find it easy copying from a board or a book etc? yes
8 Do you find it difficult to fill in forms? no
9 Do you have trouble writing a telephone message accurately? no
10 Does writing appear to move or become blurred on the page? no
Signifiers: 2

Printing the results

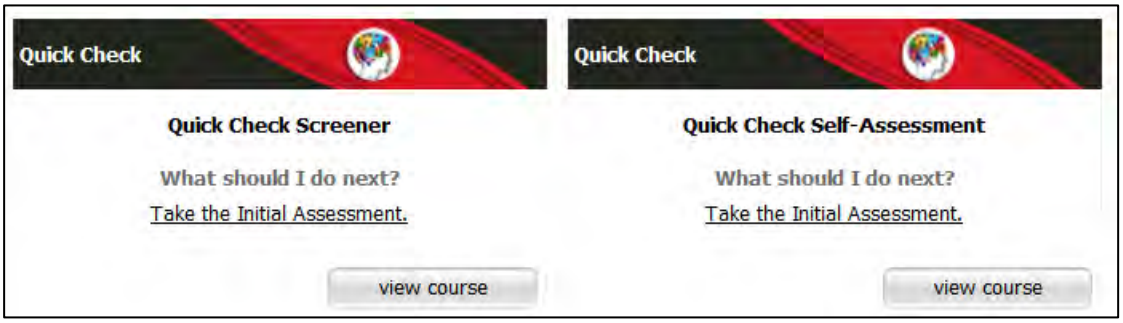
To print the report, select the '**Print**' button at the top-left of the results page.

Returning back to the student home page

To return back to the student home page, click on the '**Home**' button at the top-left of the results page.

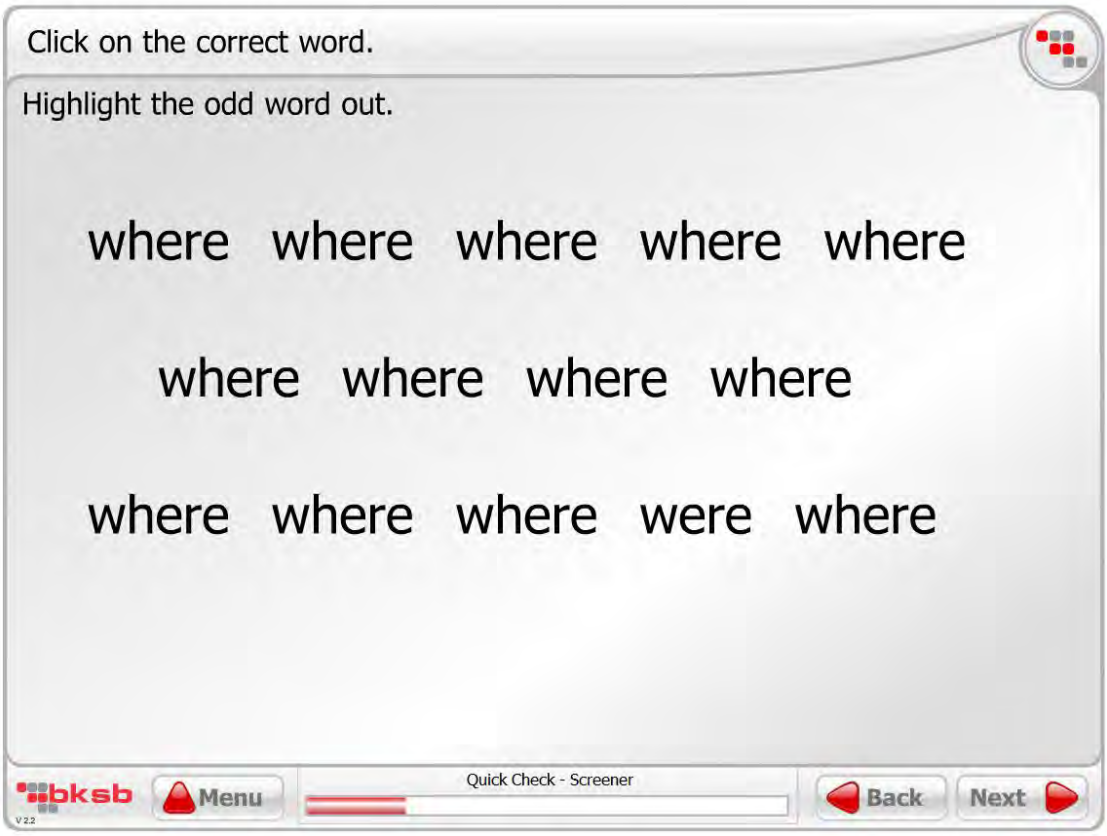
Starting the Quick Check Screener

The Quick Check Screener can be found in the '**My Subjects**' area of the learner's home page.



To start the Quick Check Screener, the learner should select the link to '**Take the** '**Initial Assessment**'.

After a brief moment, the self-assessment appears on screen.



Once loaded, the learner (via the **Menu** button at the bottom of the screen) has access to a number of options such the facility to change the background and font colours.

Note that there is no audio for this assessment.

Quick Check Screener Results Page – overview

An example screener results page is shown below. The (printable) results page displays information such as:

a) **Name** – the name of the person who took the assessment (*in the format First name/Last Name/(Username)*).
b) **Assessment taken** – the name of the Quick Check assessment taken.
c) **Date of Assessment** – the date on which the Quick Check assessment was taken.
d) **Time taken to complete** – the time taken to complete the Quick Check assessment.
e) The number of each question.
f) The time taken to complete each question.
g) The topic and type of question.
h) The learner's score and the maximum score available.

14c	N/A	Phonological sequencing	Phonological	1	1
14d	N/A	Phonological sequencing	Phonological	1	1
14e	0:7	Phonological sequencing	Phonological	1	1
15	0:3	Anagrams	Phonological	0	5
16	0:15	Rhymes	Phonological	0	5
17	1:26	Word blending	Phonological	4	4
			Phonological	**24**	**37**
18	0:20	Reading	Word selection	3	5
19	0:19	Spelling - correct word	Word selection	2	5
20	N/A	Spelling - in context	Word selection	2	5
			Word selection	**7**	**15**
			TOTAL:	**44**	**66**

Printing the Diagnostic Assessment Results ILP

To print the report, select the '**Print**' button at the top-left of the results page.

Returning back to the Student Home Page

To return back to the student home page, click on the '**Home**' button at the top-left of the results page.

Interpreting the results

For Screener results

A score of 46 and over on the bksb Quick Check Screener suggests no general learning problems. For scores under 46, learning issues might relate to:

- dyslexia
- general literacy problems

			Phonological	**24**	**37**
18	0:20	Reading	Word selection	3	5
19	0:19	Spelling - correct word	Word selection	2	5
20	N/A	Spelling - in context	Word selection	2	5
			Word selection	**7**	**15**
			TOTAL:	**44**	**66**

Four or more signifiers suggest that the learner might have learning issues which relate to dyslexia.

For Self-assessment results

The total number of dyslexia signifiers can be found at the bottom of the self-assessment result page.

9	Do you have trouble writing a telephone message accurately?	no
10	Does writing appear to move or become blurred on the page?	no
		Signifiers: 2

The questions which have generated the signifiers are emboldened (see example below).

3	**Do you miss out words or whole lines when reading?**	**yes**
4	Do you mix up numbers such as 38 and 83, or 96 and 69 etc?	no
5	**Are you better at reading and writing than practical activities?**	**no**

Four or more signifiers suggest that the learner might have learning issues which relate to dyslexia.

The Melting Pot

For scores under 46, it is recommended that the Quick Check Screener result goes into a melting pot to include additional information from:

- the bksb English Initial Assessment

- a free writing exercise (*the free writing assessment grid within the appendices at the end of this guide facilities a quick identification of the learner's level following a free writing assessment – includes a completed example and a blank for use by a tutor*)
- the bksb (short 10 question) Quick Check self-assessment

What Next?

Using the information in the melting pot, the dyslexia tutor / additional learning support tutor makes a judgement whether to:

- treat the learner as not having general dyslexia traits or general learning problems;
- use the results page from the bksb Quick Check to inform the delivery of additional learning support;
- put the learner through a fully comprehensive dyslexia assessment administered by a qualified dyslexia assessor.

***In arriving at the threshold of 46, the Quick Check assessment was tested on learners in a variety of institutions for the following 3 categories of learner:*

- *statemented learners (A statement of special needs is a formal document detailing a child's learning difficulties and the help that will be given)*
- *learners in receipt of additional learning support*
- *learners neither statemented nor in receipt of additional learning support*

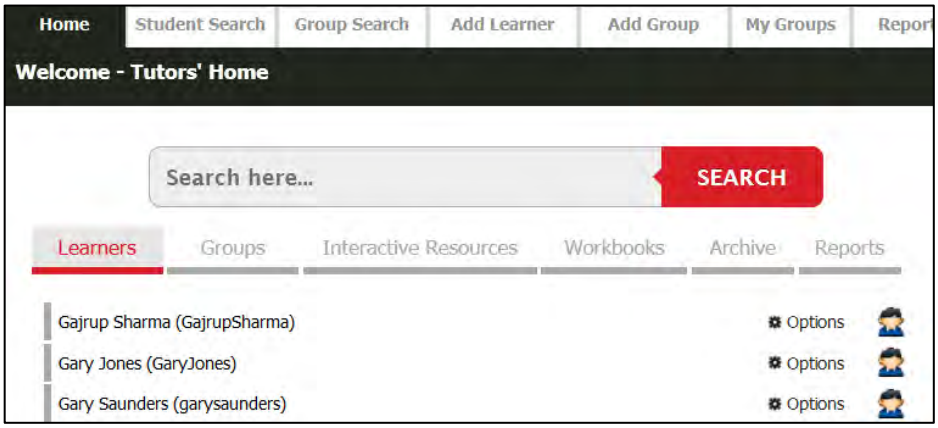
Guidance for formatting dyslexia-friendly handouts / reading materials

Where possible, produce handouts to avoid asking questions to copy from the board.

- Present in a sans serif font such as Arial, Trebuchet, Comic Sans of Century Gothic as serifs can detract from readability;
- Use a font size no smaller than 12 point, preferably a minimum of 14 point.
- Use left-aligned text so that the space between words is consistent.
- Present on a pale coloured background to reduce glare.
- Ensure text is clearly laid out and accessible in small chunks.
- Avoid blocks of *italics*.
- Avoid using CAPITALS. Sentence case makes text easier to read.
- Try to use a leading (space) of 1.5 or 2.
- Do not hyphenate words at the end of the line.
- Ensure text is well signposted with clearly labelled headings, subheadings, bullet points, text boxes, dates, page numbers and sources.
- Avoid complex sentence structure – use bullet points.
- Support text visually using colour, flow-charts and/or images where appropriate to aid memory and assist with retention.
- Avoid the use of background images.
- Leave space for the student's notations.

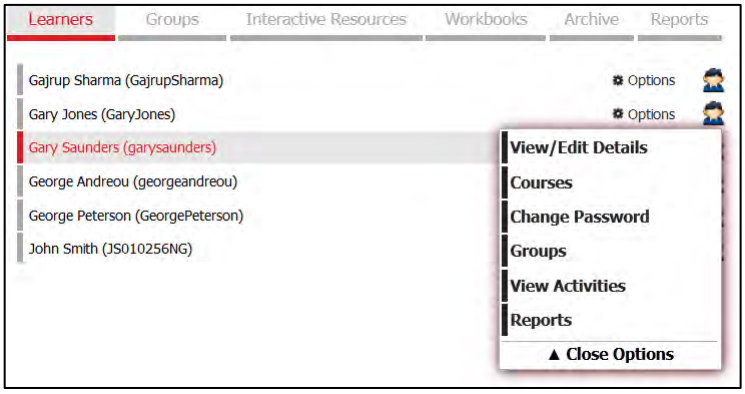
Shortcuts to common tutor-related activities

If not already logged in as a tutor, hover the mouse over your name in the top-right of the screen and select '**Tutor**' from the drop down list. Once logged in, you will be presented with a screen as per the example below.



If you have any learners in a group saved in your '**My Groups**', these learners will be automatically shown. Alternatively, you can use the unified search box to search for learners, groups and any available workbooks or resources.

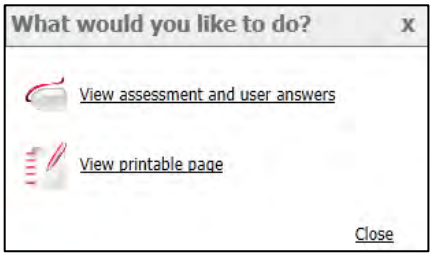
Once you have identified a learner, selecting their name will reveal a number of options.



- **View/Edit Details** – from here, a tutor can edit several pieces of information. These include the Username, First Name, Last Name, E-mail address, Password and Date of Birth.
- **Courses** – from here, a tutor can review the modules/courses assigned to a learner and can add or remove them as necessary.
- **Change password** – from here, a tutor can change/reset a learner's password.
- **Groups** – from here, a tutor can review the group(s) the learner belongs to and either remove them from a group, or add them to additional groups.
- **View Activities** – from here, a tutor can review all of the learner's activities, reprint a result of an assessment or review the answers provided by the student.
- **Reports** – from here, a tutor can run a number of often-used reports, however the full suite of reports can be accessed via the '**Reports'** tab at the top of the tutor home page. Note there is currently no group report for Quick Checks.

How to review the answers given by a learner

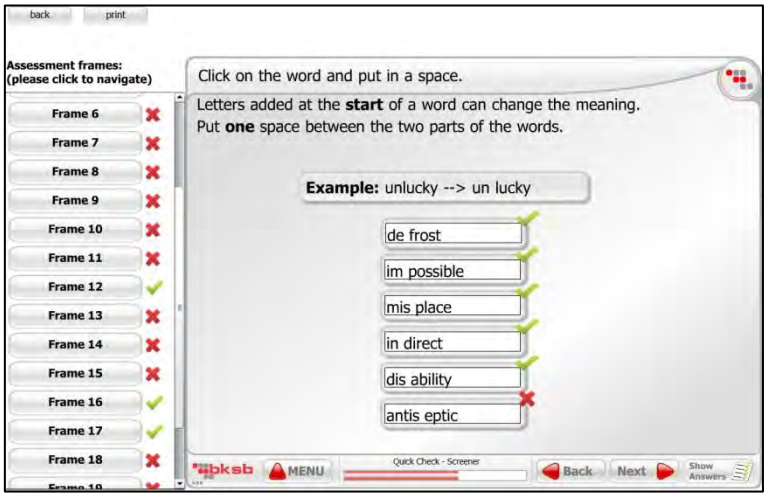
Screener – reviewing answers



To review the answers given by a learner for a Quick Checks **Screener**, search for and select the name of the student, then select '**View Activities**' from the pop-up. Next, choose the '**View assessment and user answers**' link and a new screen will appear. On the left of the screen is a quick-access menu to jump to any question frame shown to the learner during the assessment.

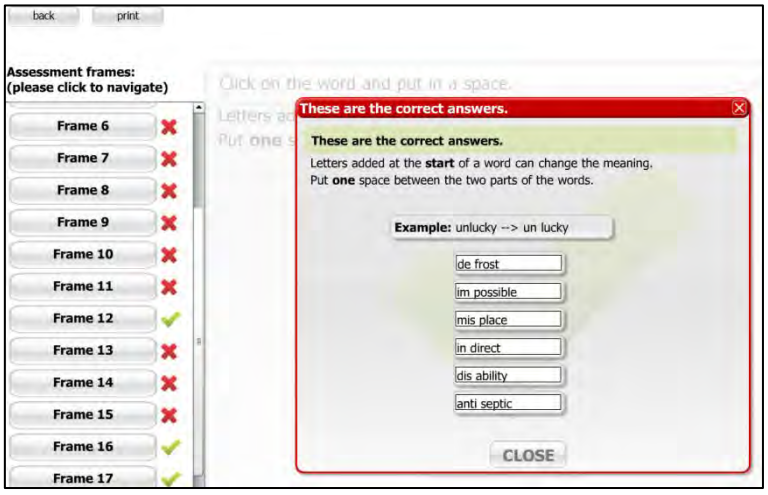
As you select a frame button, the question(s) shown to the learner will be revealed.

A scroll bar to the right of the frame buttons allows easy access to other question frames. The remainder of the screen is dominated by the actual question frame shown to the learner.



To quickly scroll through all the questions, select the '**BACK**' or '**NEXT**' button as necessary.

To see the correct answer for a question, select the '**Show Answers**' button and a pop-up window will reveal the correct answer.



To return to the question frames, select the '**Close**' button.

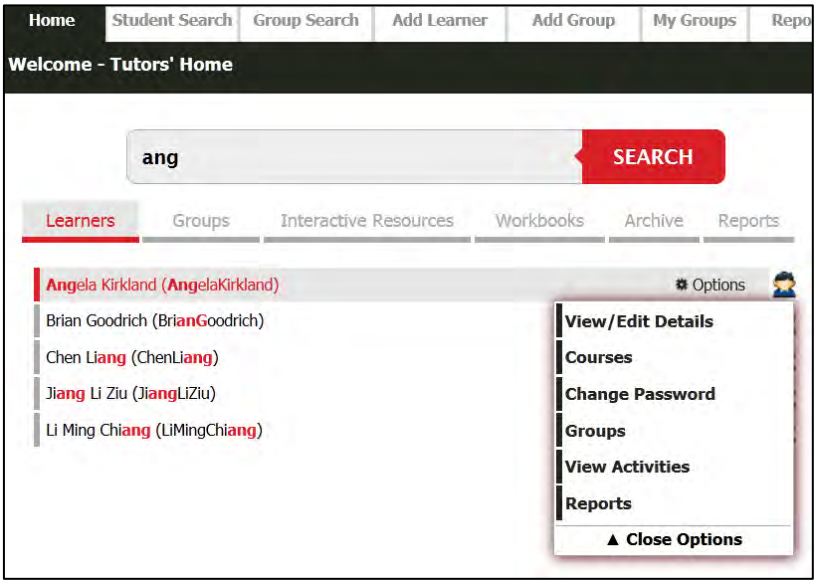
Self-Assessment – reviewing answers

Unlike the screener, the self-assessment comprises a series of yes/no responses and there are no 'correct' answers. It is therefore not practical to use the above process to review the responses provided by a learner nor to reveal the correct answers.

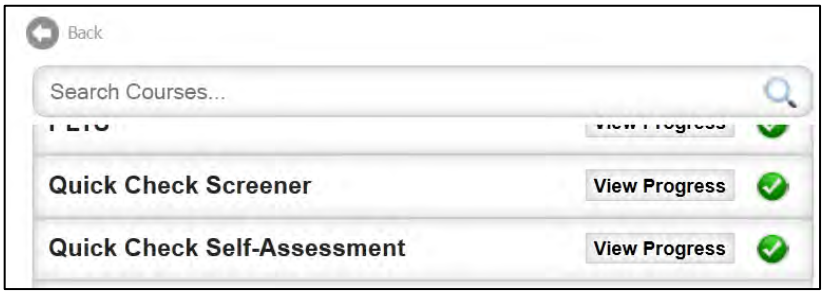
How to review a learner's progress

If not already logged in as a tutor, hover the mouse over your name in the top-right of the screen and select '**Tutor**' from the drop down list.

If you have any learners in a group saved in your '**My Groups**', these learners will be automatically shown. Alternatively, you can use the unified search box to search for a learner. Once you have identified a learner, selecting their name will reveal a number of options.

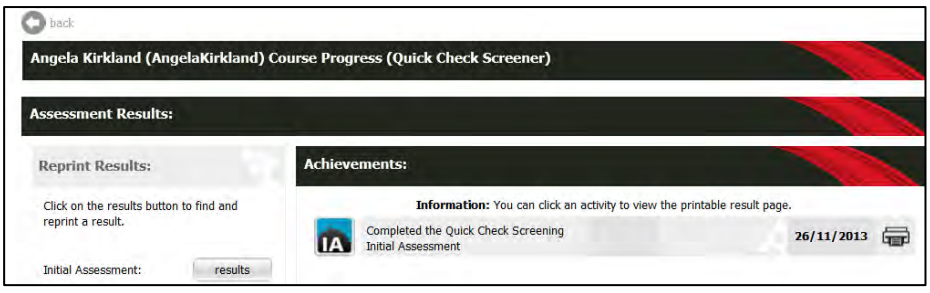


Step 1 – From the options, select '**Courses**'. A slide out panel appears listing all courses assigned to this student.



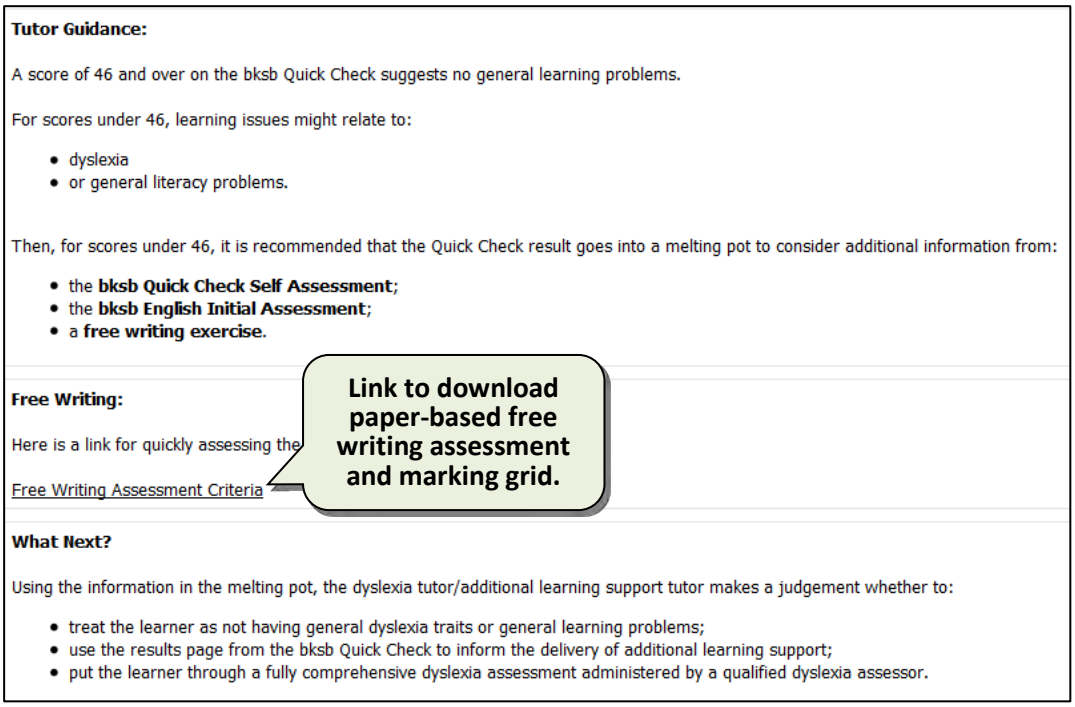
Step 2 – Select the ' **View Progress**'button for the **Quick Check Screener** and the '**Course Progress**' window is displayed.

At the top of the course progress window are displayed the details of the screener such as their name and username, when the screener was completed, together with a button should you wish to reprint the result.



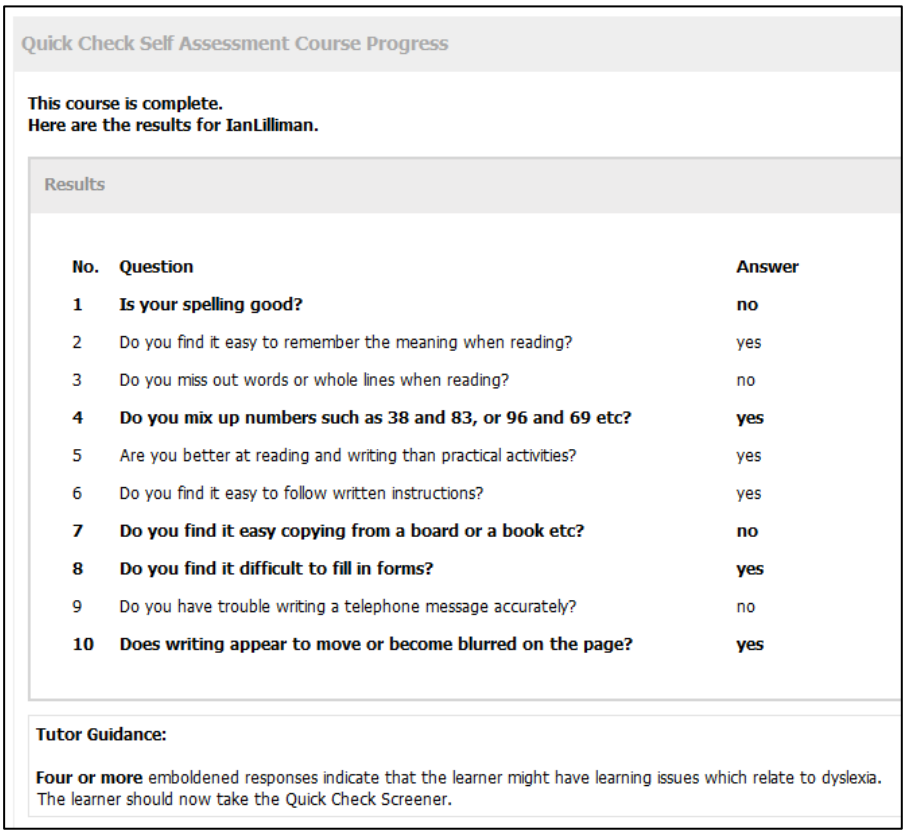
In the centre section of the course progress page are the results of the screener including the overall score achieved.

At the bottom of the course progress page is essential tutor guidance, together with a link to a downloadable paper-based free writing assessment.


Tutor Guidance:
A score of 46 and over on the bksb Quick Check suggests no general learning problems.
For scores under 46, learning issues might relate to:
dyslexia
or general literacy problems.
Then, for scores under 46, it is recommended that the Quick Check result goes into a melting pot to consider additional information from:
the bksb Quick Check Self Assessment;
the bksb English Initial Assessment;
a free writing exercise.
Free Writing:
Here is a link for quickly assessing the
Free Writing Assessment Criteria
Link to download paper-based free writing assessment and marking grid.
What Next?
Using the information in the melting pot, the dyslexia tutor/additional learning support tutor makes a judgement whether to:
treat the learner as not having general dyslexia traits or general learning problems;
use the results page from the bksb Quick Check to inform the delivery of additional learning support;
put the learner through a fully comprehensive dyslexia assessment administered by a qualified dyslexia assessor.

Quick Checks Self-Assessment Course Progress

The aforementioned process can also be applied to the Quick Checks Self-Assessment except that there is no free writing assessment link within the report.


Quick Check Self Assessment Course Progress
This course is complete.
Here are the results for IanLilliman.
Results
No. Question Answer
1 Is your spelling good? no
2 Do you find it easy to remember the meaning when reading? yes
3 Do you miss out words or whole lines when reading? no
4 Do you mix up numbers such as 38 and 83, or 96 and 69 etc? yes
5 Are you better at reading and writing than practical activities? yes
6 Do you find it easy to follow written instructions? yes
7 Do you find it easy copying from a board or a book etc? no
8 Do you find it difficult to fill in forms? yes
9 Do you have trouble writing a telephone message accurately? no
10 Does writing appear to move or become blurred on the page? yes
Tutor Guidance:
Four or more emboldened responses indicate that the learner might have learning issues which relate to dyslexia.
The learner should now take the Quick Check Screener.

Notes

Notes